

Ropsley C of E Primary School Knowledge Organiser – Year 4 - Place Value

Core Learning

Roman Numerals to 100

Rounding to the nearest 10, 100 and 1000

Counting in 25s and 1000s

Recognising the place value of each digit in a four digit number

Partitioning

Comparing and ordering numbers

1000 more or less

Negative numbers

Vocabulary

increase / decrease

thousands, hundreds, tens, ones

compare / order

nearest

negative number

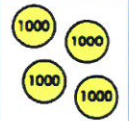
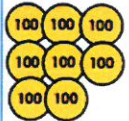
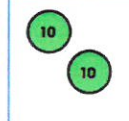
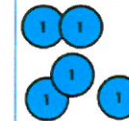
digit

rounding

place value

Place Value

Place value helps us know the value of a digit, depending on its place in the number.

TH	H	T	O
4	8	2	5
			

In the number above, the 4 digit is in the thousands place so it really means 4000.

The 8 digit is in the hundreds place so it really means 800.

The 2 digit is in the tens place so it really means 20.

The 5 digit is in the ones place so it means 5.

Negative Numbers

If you count backwards from zero, you reach negative numbers.

Positive numbers are any numbers **more than** zero e.g. 1, 2, 3, 4, 5.

Negative numbers are any numbers **less than** zero e.g. -1, -2, -3, -4, -5.



Rounding

Rounding to the nearest 10

To round a number to the nearest 10, you should look at the ones digit. If the ones digit is 5 or more, round up. If the ones digit is 4 or less, round down.

57 would round to 60 34 would round to 30

Rounding to the nearest 100

To round a number to the nearest 100, you should look at the tens digit. If the tens digit is 5 or more, round up. If the tens digit is 4 or less, round down.

357 would round to 400 321 would round to 300

Rounding to the nearest 1000

To round a number to the nearest 1000, you should look at the hundreds digit. If the hundreds digit is 5 or more, round up. If the hundreds digit is 4 or less, round down.




2674 would round to 3000 2318 would round to 2000




Ropsley C of E Primary School Knowledge Organiser – Year 3 - Place Value




3-digit numbers

10 and 100 more or less

256

two hundred	fifty	six
		
200	50	6

Ten Less		Ten More
 120	 130	 140




One Hundred Less		One Hundred More
 212	 312	 412

Compare and Order

Represent Numbers to 1000

587

five hundred and eighty-seven

100s	10s	1s
		

$324 > 243$
greater than

100s	10s	1s
● ●	● ● ● ●	● ● ●

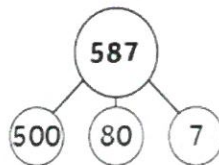
79 < 126
less than




smallest

greatest

A number line is shown with major tick marks at 500 and 600. Above the line, five numbers are listed in boxes: 497, 508, 512, 521, and 602. Arrows point from each of these numbers down to the number line. The arrow from 497 points to the 500 mark. The arrows from 508, 512, and 521 point to positions between 500 and 600, representing distances of 8, 12, and 21 units from 500, respectively. The arrow from 602 points to the 600 mark.

Hundreds	Tens	Ones

$$500 + 80 + 7$$


Hundreds	Tens	Ones
		

Vocabulary

compare
greater than $>$
less than $<$
numeral
place value
ones, tens, hundreds
digit
count in fifties
represent
increase
decrease

Count in 50's

50, 100, 150, 200, 250, 300, 350, 400, 450, 500, 550, 600, 650, 700, 750, 800, 850, 900, 950, 1000

Ropsley Primary School Knowledge Organiser English: Stories with a familiar setting

Vocabulary

Fiction - A story that is made up.

Character - people or animals in the story

Setting - where the story takes place

Plot - what happens in the story

Paragraph - several sentences about something similar

Author - the person who wrote the story

Draft - the first go at a piece of writing

Edit - improving the first draft by checking spellings, word choices and punctuation

Noun - a naming word, eg cat

Adjective - a word that describes a noun, eg huge

Verb - a doing or being word, eg run

Adverb - a word that describes a verb, eg slowly

Key learning

To write a setting and character description using Adjectives.

To organise writing into **paragraphs**. Start a new paragraph when writing about a new place or character.

To say a sentence orally, or in their head, before writing it to check it makes sense.



Knowledge Organiser: Tag Rugby Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

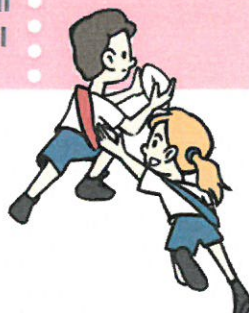
- Passing
- Catching
- Dodging
- Tagging
- Scoring

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Inclusion
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Emotional: Confidence
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- **Tag:** Only the ball carrier may be 'tagged'. A tagged player has 3 steps or 3 seconds to pass the ball.
- **Offside rule:** When a tag is made, all defending players must get to an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.
- **Try:** To score, the ball must be placed down under control over the try line, this is called a try.
- **Forward pass:** Forward passes are not allowed and will be penalised by a free pass being given to the non-offending team. A forward pass is any pass where the ball travels in the direction of the teams scoring line (try line).

Key Vocabulary:

- | | | |
|--------------|--------------|-----------|
| • defence | • receiver | • mark |
| • tag | • try | • dodge |
| • opponent | • possession | • offside |
| • opposition | • onside | |
| • score | • outwit | |

Teacher Glossary

Interception: When a player takes possession of the ball away from the opposition as the ball is passed

Possession: When a team has the ball they are in possession

Marking: When a player defends an opponent

Try line: The line behind which a player must place the ball in order to score a try

Try: The unit of scoring in tag rugby

Tag: When a player pulls the tag of the opposition who is in possession of the ball



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination

Key Skills: Physical

- Balancing
- Sprinting
- Jogging
- Dodging
- Jumping
- Hopping
- Skipping



Key Skills: S.E.T

- Social: Taking turns
- Social: Supporting and encouraging others
- Social: Respect
- Social: Communication
- Emotional: Challenging myself
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Selecting and applying skills
- Observing others and providing feedback
- Thinking: Identifying strengths and areas for development

What are fundamental skills?

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

Key Vocabulary:

- | | | |
|--------------|-----------------|------------|
| • distance | • control | • pace |
| • technique | • momentum | • rhythm |
| • accelerate | • co-ordination | • tension |
| • decelerate | • stability | • transfer |

Teacher Glossary

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Accelerate: Speed up.

Decelerate: Slow down. Used when stopping or turning.

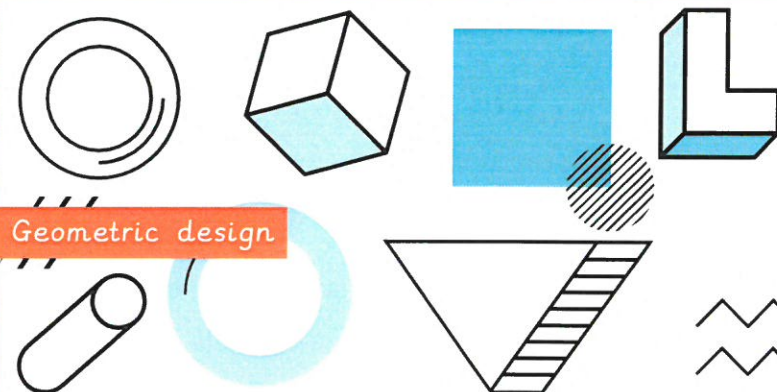
Tension: using body tension to help to balance when stopping or landing.

Formal elements of art

3D form	Solid shapes which have three dimensions: height, length and width.
Facial features	Parts of the face, such as eyes, nose and mouth.
Geometric shapes	The simple 2D and 3D shapes that make up forms and objects.
Guidelines	Sketching lines and marks to help plan the scale and shape of the object you are drawing.
Shading	Using darker pencil marks to show the darker tones.
Sketching	A fast and light style of drawing which may not be completely accurate.
Template	A shape which can be drawn around.
Tones	The light and dark areas of an object or an art work.

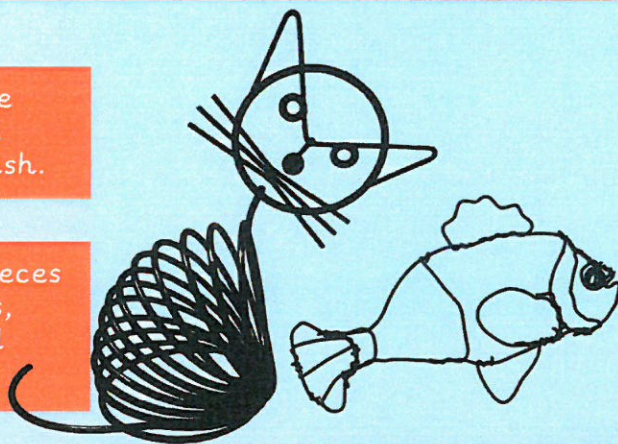
Key facts

I know that the points, lines, shapes and space that make up simple 2D and 3D shapes are known as 'geometry'.

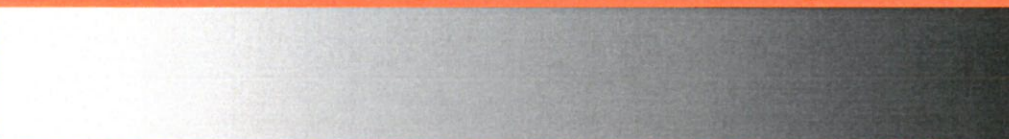


I can bend, manipulate and join wire to create an object, such as a fish.

I can shape smaller pieces of wire to add features, such as ears, nose and a tail.



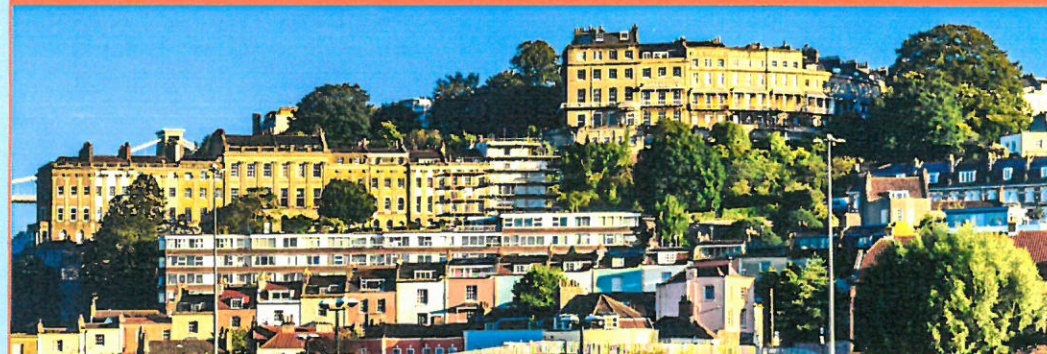
I know that when shading I need to blend tones gradually.



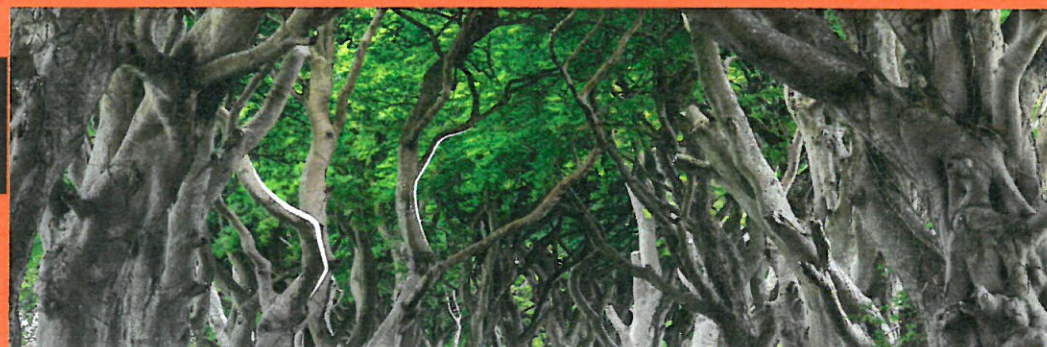
I can improve my shading by:

- shading tones smoothly
- shading in one direction
- not leaving any spaces

Man-made objects consist of straight lines.



In nature objects are usually formed from wavy lines.



Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Digital literacy

Application	A computer program, sometimes referred to as an app.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that remains in one place.
Digital device	Electronic devices that operate off a binary system in 1s and 0s.
Edit	To change and amend something.
Film	Recorded moving pictures, that can make up a clip or film.
Film editing software	Software with editing abilities to cut, crop and add effects to video footage.
Graphics	The use of images or visuals designed to communicate, demonstrate a concept or promote something.
Import (software)	To pull another file into software, to place, edit and manipulate.
Key events	Important parts within a narrative or a particular period in time.
Laptop	A compact computer that is easy to carry and move around.
Plan	An idea about how to do something in future.
Recording (media)	To capture sounds or video footage, using an electronic device.
Sound effects	Sounds to enhance an event or bring fantasy aspects to life in a film or other media, for example, the whoosh of a time machine.
Time code	Time references on film or animations.
Video	Recorded moving pictures, that can make up a clip or film.
Voiceover	A voice recording which overlays a video or presentation.

Did you know?

Digital sound waves can be viewed and edited on a computer. They look like this:



Key facts

Transitions are visual effects that can be applied to occur in-between digital media (slides, images or video clips).

Morph

The media appears from a selected corner.



Cross zoom

The media zooms and fades in from the middle.



Peel off

The page peels off to reveal the media.



Dip to black

The media fades to a black screen.



Directional wipe

The media appears from a selected side.



Ropsley Primary School Knowledge Organiser P.S.H.E.: Drug, alcohol and tobacco education

Vocabulary

Drug - something you can put into your body which can be helpful or harmful

Medicine - a type of drug which can help your health if needed

Alcohol - a drink such as wine or beer

Tobacco - a drug which is smoked

Asthma – a disease which makes breathing difficult

Habit – something someone often as a routine

Addiction – something someone is unable to stop doing, even if they want to

Key learning

That drugs, including medicine, can be harmful.

That drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used.

That smoking is harmful, and to explore some of the effects of smoking on the body.

To know what asthma is and how it can affect people.

To know some of the ways alcohol can affect the body.

To explain what is meant by habit and addiction.

To know where to go for help if they are concerned about someone's use of drugs.



Ropsley C of E Primary School.
Knowledge Organiser – French Term 1

Key Vocabulary (without accents)

Bonjour – hello
Au revoir – goodbye
Salut – hi
Bonsoir – good evening
A bientôt – see you soon
Monsieur – sir
Madame – madam
Ca va? – how are you?
Tres bien – very well
Bien – well
Comme ci comme ca – so-so
Mal – not well
Merci – thanks
Et toi? – and you?
Comment tu t'appelles? – what is your name?
Je m'appelle – my name is
Quel age as-tu? – How old are you?
J'ai dix ans – I'm ten years old
Un – one, **deux** – two, **trois** – three, **quatre** – four, **cinq** – five, **six** – six, **sept** – seven, **huit** – eight, **neuf** – nine, **dix** – ten



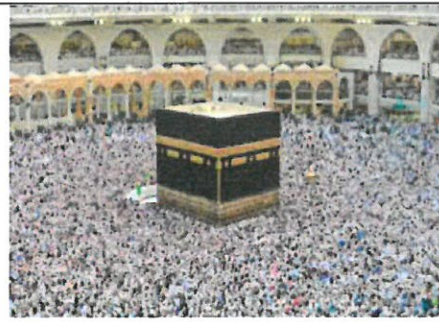
Ma mere – my mother
Mon pere – my father
Ma soeur – my sister
Mon frere – my brother
Ma grand-mere – my grandmother
Mon grand-pere – my grandfather
C'est qui? – who is it?
Voici ma soeur – here is my sister.
Tout le monde – everyone
J'aime – I like
Inventer des histoires – to make up stories



Ropsley C of E Primary School.
Knowledge Organiser – Why Do We Celebrate?

Key Vocabulary

Remembrance Sunday – held in November to honour those who have given their lives during times of war.
Shabbat – a weekly celebration for Jewish people, which includes a special meal.
Covenant – an agreement with God which gives Jewish people certain rights and responsibilities.
Mitzvot – laws or commandments.
Ten Commandments – these are included in the Mitzvot.
Ketubah – the Jewish marriage contract.
Kiddush – the cup drunk from during a Jewish marriage blessing.
Sacrament of Confirmation – a Christian celebration in which a person confirms the promises that were made at their baptism.
Eid ul-Aida – a Muslim festival that celebrates the sacrifice that the Prophet Ibrahim was willing to make for God.
Hajj – a period of pilgrimage for Muslims.
Kaabah – a place of worship in Saudi Arabia, visited during the Hajj. Muslims believe it was originally built by the Prophet Ibrahim.

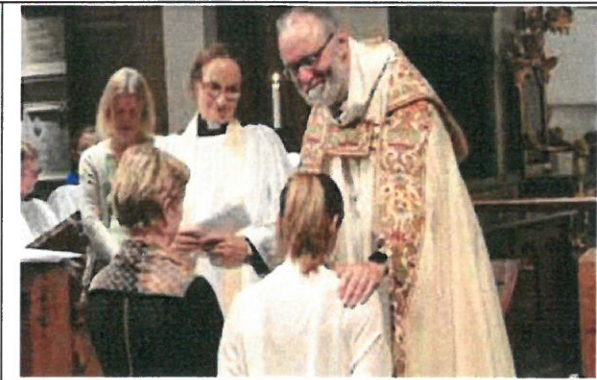


Questions

What different times of life / events do we celebrate?

How do different people celebrate differently?

How does celebration relate to remembrance?



Core Learning

Consider different ways in which we celebrate – e.g. birthdays, events of national significance, sporting events, key religious festivals, the birth of a new baby, the celebration of the life of someone who has died.

Make connections between celebrations that are happy and celebrations that help us remember events, including sad events (e.g. Remembrance Sunday).

Describe different practices that are carried out during these celebrations.

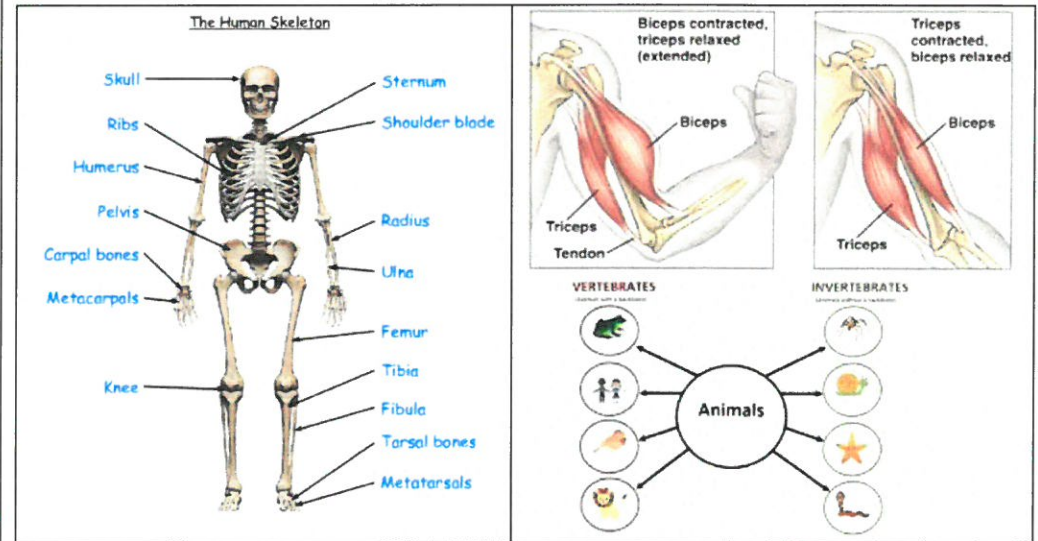
Ropsley C of E Primary School
Knowledge Organiser – Animals Including Humans

Key Vocabulary

Skeleton – made of bone, it allows us to stand and move about. It also protects our internal organs from damage.
Vertebrate – an animal with an internal backbone.
Invertebrate – an animal without an internal backbone.
Endoskeleton – an internal support made of bone that gives the body shape, and allows it to move.
Exoskeleton – a hard covering that protects and supports the bodies of some types of animals. Many invertebrates have exoskeletons.
Muscle – these are attached to the skeleton and allow the body to move by contracting and relaxing.
Nutrition – the process of providing the food necessary for health and growth.
Food Groups – a category of foods that share similar nutritional properties. They include carbohydrates, proteins, fats, vitamins and minerals.
Carbohydrate – the main source of energy for our bodies (rice, pasta, potatoes and bread).
Protein – repairs and builds muscles and organs (fish, meat, cheese and eggs).
Fats – stored for energy and create a layer of fat to keep us warm (chocolate, butter, oil, cream).
Vitamins – these help us grow, form bone and muscle and prevent infection.

Core Learning

Label the main bones of the human skeleton, and the main muscles in the human muscular system.
 Identify and sort animals into those with an endoskeleton, those with an exoskeleton, and those without.
 Draw and explain how the human muscular system allows the skeleton to move, in particular biceps and triceps.
 Compare and contrast what makes a balanced diet in humans and different animals including their pets.
 Know examples of foods in each of the main food groups, understand how they keep us healthy, and design meals based on what they find out.
 Name the main body parts associated with the human digestive system, and explain the process of digestion.
 Understand how everyday activities affect the human body by measuring the effects of exercise using heart rate and visual clues.
 Name the types of teeth and say what they are used for.
 Say how the teeth of carnivores (meat eaters), differ from those of herbivores (plant eaters) and omnivores (eat a range of food) and relate this to their uses.



Ropsley C of E Primary School. Knowledge Organiser – Fair Trade

Key Vocabulary

Imported goods – a product or service produced abroad and paid for in your home country.

Exported goods – goods and services produced in one country and sold to buyers in another.

Consumer – a person or group who buys goods and services for their own use.

Producer – a person, company or country that makes, grows or supplies goods for sale.

Trade – the action of buying or selling goods and services.

Co-operative – workers or farmers pool their resources in certain areas of activity.

Location – the place where something happens or is situated.

Communications – the system of routes or facilities by which goods are moved.

Fair Trade premium – an additional sum of money which goes into a communal fund for workers and farmers to use.

Food miles – the distance that food travels from its source to the consumer.

Distribution – dividing something among people, or spreading or supplying something.

Port – a town or city with access to the sea or navigable water where ships load or unload goods.



Core Learning

Fair Trade is a way of buying and selling goods that allows farmers to be paid a fair price for their products, and have better working conditions and a better standard of living.

The distribution of these products between producers and consumers requires a world-wide network of road, rail, sea and air links.

Countries can export goods to another country to generate money and they can also import goods that may not be available in their own country.

Trade is an important way to make sure that natural and man-made resources are shared around the world.

Bananas, coffee and tea are some of the fair trade products we import.

